

Fernhurst Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Fernhurst Pre-school opened in 1968 and was re-registered in its current location in 2010. It operates from within a designated classroom with access to a secure outdoor area on the grounds of Fernhurst primary school, Haslemere, Surrey. It is a sessional group run by a parent committee. The setting supports children with learning difficulties and/or disabilities.

The pre-school is registered on the Early Years register to care for a maximum of no more than 24 children at any one time. The setting is open five days a week during school term times. Sessions are held from 9:15am until 11:45am and 12:45pm until 3.15pm Monday to Friday. This is extended over lunch on a Tuesday.

There are seven members of staff who work with the children, all have experience and all hold relevant early years qualifications. The setting receives support from the West Sussex Early Years Development and Childcare Partnership, and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a high level of care and learning opportunities as the staff and the committee fully support children's welfare and development. Children thoroughly enjoy a wide range of exciting activities as staff have an extensive understanding of how to plan and implement the Early Years Foundation Stage. The provision offers an extremely well organised child care environment, where children are to access a good range of play materials which covers the six areas of learning. Staff are developing the use of children's records and the self-evaluation system to ensure that areas for development and identified and promptly acted upon to ensure sustained improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- Develop further the children's developmental records, including sharing the children's starting points with parents and carers
- Further develop the range and use of the outside resources to provide children with opportunities to develop their physical skills.

The effectiveness of leadership and management of the early years provision

The excellent awareness of staff with regard to safeguarding and the well written procedures help to protect children within the provision and promote their well-being. Extensive checks are carried out to ensure that staff are suitable to work with children. Staff carefully monitor security both inside and outside to ensure that children are kept safe at all times.

Staff work together as a highly effective team, to guide children's development and promote their welfare. The manager is fully supported by a strong committee and qualified staff. They recognise the impact that higher qualifications have on the quality of the provision. Staff are very effectively deployed and interact very well with the children. They also demonstrate experience of working with children with developmental needs. Staff hold regular meetings and appraisals to identify training need. The provision has many strengths, including promoting communication, and knowledge and understanding of the world.

The management and staff carefully plan and prepare the premises and the environment, with many visual learning displays provided. They also offer many spontaneous opportunities for children to explore through child led activities, for example, role play in the home corner. Children are able to access many resources for themselves, which supports their interests and enable their learning. Activities such as papier-mâché, a good selection of art products, water and sand play and the use of computers and the white board, help to facilitate children's play and exploration of different materials and media. There is some large outdoor play equipment available to children.

Children learn about diversity and receive many exciting opportunities to become aware of other cultures to help them gain a greater understanding of the world. One-to one support is often offered to support individual learning and development, for example, helping children with English as an additional language to settle into the provision. People's differences are very well represented, through visual material and learning displays.

Parents and carers are very actively involved and staff have establish strong relationships to ensure that all children's needs are met. Regular meetings give parents and carers opportunities to discuss their children's progress. However, some of the children's records do not show how parents are involved with the recording of the children's starting points. Staff maintain very strong links with other providers, such as schools and childminders, to maintain children's welfare and learning.

The quality and standards of the early years provision and outcomes for children

Children achieve well and enjoy their time in the provision because of the wonderful support and guidance offered by well qualified and knowledgeable staff. Many opportunities are planned to help all children make progress in all the six areas of learning. Children arrive happily at the provision and feel safe and relaxed about leaving their parents. They chat excitedly as they meet their friends and settle quickly into their chosen activities. They are self-motivated and are developing confidence as activities are adapted to enable all children to fully participate. They learn the importance of keeping themselves safe through discussion, activities and the very clear rules. For example, children understand that they must not run in the provision in case they fall against the tables and chairs. Good use is made of visual signs and posters which children understand, for example, the pictorial time line and clear labelling helps them access their own resources.

Children are given frequent opportunities to create their own play, where they can be share their ideas and be inventive, for example, when making a racetrack in the garden. They share the resources and make up their own rules about how they will use them. They are able to develop their senses, such as taste, hearing, touch and smell, through planned activities such as cooking, water play and music where they freely express themselves through physical actions. While playing in the water trough the children talk about 'hot and cold'. They are also developing their mathematical skills as they measure the water as they pour, compare and fill different sized containers.

The children's expressive artwork is attractively displayed, which helps to boost their self-esteem, for example they proudly discuss the harvest festival display. They have good access to a wide range of art materials and thoroughly enjoy the craft activities. Children are gaining an excellent awareness of healthy eating with informative visual displays and activities where children learn about different types of food. Their health and welfare, such as hand washing and healthy eating are very successfully promoted through well planned activities and reinforcement by staff. They have free access to the covered outside area and the garden where they are able to enjoy some large play equipment. They are cared for in a stimulating environment where they feel comfortable and where staff who are dedicated to their work, fully support their learning. Staff understand when to let play continue if the activity is child led but are ready to offer support if required to extend the child's learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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